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ABSTRACT

This document is designed to help local and state educators improve their vocational education accountability systems, as mandated by the Carl D. Perkins Vocational and Applied Technology Act of 1990. The handbook is organized in three parts. Part I focuses on measuring the success of programs serving students who are members of special populations and improving programs that do not meet the established standards. It offers guidelines on how to enact a single, comprehensive accountability system that satisfies the requirements of the Perkins Act. Part I also contains a discussion of incentives within accountability systems that are designed to encourage service to targeted groups or students with special needs. In addition, Part I provides examples of how a secondary and postsecondary accountability system are implemented and presents activities prescribed under the Perkins Act for improving the education of all students including those from special populations. Part II provides examples of performance measures and standards that were adapted from selected states' accountability systems. Part III presents definitions of relevant terms taken from the Perkins Act Final Regulations and suggested operational definitions gleaned from some statewide accountability systems. Selected sections from a high school performance evaluation system and from the Minnesota State Board of Technical Colleges Accountability System are appended. Contains 19 references. (KC)

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National Center for Research in
Vocational Education

University of California, Berkeley

LOCAL ACCOUNTABILITY SYSTEMS: ADDRESSING PERKINS MANDATES FOR SPECIAL POPULATIONS

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LOCAL ACCOUNTABILITY SYSTEMS: ADDRESSING PERKINS MANDATES FOR SPECIAL POPULATIONS

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EXECUTIVE SUMMARY

The Carl D. Perkins Vocational and Applied Technology Act of 1990 requires states to design and implement accountability systems that include a core of performance measures and standards for vocational education programs at the secondary and postsecondary levels. The Perkins Act also calls for the provision of quality vocational-technical education programs for *all* students, especially members of special populations. While states are accountable for developing and monitoring the performance measures and standards, local recipients of Perkins dollars must implement the accountability system. This document is designed to help local and state educators improve their accountability systems and develop program improvement plans where called for.

This handbook is organized into three parts. Part I focuses on (1) measuring the success of programs serving students who are members of special populations and (2) improving programs that do not meet the established standards. It offers guidelines on how to enact a single, comprehensive accountability system that satisfies the requirements in Sections 115, 117, and 118 of the Perkins Act. Part I also contains a discussion of incentives or adjustments within accountability systems that are designed to encourage service to targeted groups or students with special needs. In addition, Part I provides examples of how a secondary and postsecondary accountability system are implemented. It presents activities prescribed under the Perkins Act for improving the education of all students including those from special populations.

Part II provides examples of performance measures and standards that were adapted from selected states' accountability systems. Other measures and standards can be developed based on these examples. Part III presents definitions of relevant terms taken from the Perkins Act Final Regulations and suggested operational definitions gleaned from some statewide accountability systems. Selected sections from the Glendale Union High School District and Minnesota's State Board of Technical Colleges Accountability Systems are included as appendices.

The implementation of an accountability system is intended to be an ongoing process of system development and improvement to better serve the nation's diverse student populations. It is vital that vocational educators meet the challenge of developing comprehensive accountability systems, use them to identify program strengths and areas where improvement is needed, and then implement good improvement plans.

INTRODUCTION

The Perkins Act mandates the implementation of a statewide accountability system of measures and standards.

Congress clearly expected the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (hereafter referred to as the Perkins Act) to significantly improve the vocational education opportunities of students who are members of special populations. To improve programs and outcomes for all students, especially those who are members of special populations, a statewide accountability system of standards and measures was to have been implemented by the 1992-1993 school year. While state-level personnel (guided by the Committee of Practitioners) are responsible for developing and monitoring the standards and measures, local recipients of Perkins dollars must implement the accountability system. This document is designed to help local and state educators improve their systems of performance standards and measures and develop program improvement plans where called for.

Barriers to access and success must be identified and overcome.

By Fall 1993, all states have complied with the mandate to develop standards and measures. Some states have established very comprehensive standards and measures while others have adopted a small number. Additionally, various states require local recipients to collect varying amounts of data about students and programs. It should be remembered that local recipients and states need to collect sufficient data to satisfy the Section 117 requirement that the findings of the annual evaluation be reviewed *with the full and informed participation of representatives of individuals who are members of special populations* in order to

> identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and
>
> evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act. (Section 117(1))

States must consider the requirements of Sections 115, 117, and 118 in designing their accountability systems.

It is only logical for states to enact a single, comprehensive accountability system. Obviously, such a system would be easier to administer and would provide local educators with clear-cut objectives. Such a system should

- comply with the system of core standards and measures of performance (Section 115);

- provide local recipients with the framework of an evaluation system (Section 117);
- gather evidence that the local and state recipients are meeting the assurances of service and equal access for members of special populations (Section 118); and
- satisfy any additional local and state data needs.

Congress also recognized that outcomes for schools and/or programs with larger concentrations of special populations will probably be less positive than those for programs with more advantaged students. To assist such programs, the Perkins Act includes the requirement that the accountability system include "incentives or adjustments that are designed to encourage service to targeted groups or special populations" (Section 115(b)(3)). It is imperative that this mandate be strictly followed lest the legislation result in grave disservice to the very students it is most meant to serve.

Use the Section 118 assurances when developing a program improvement plan.

States have implemented their new accountability systems and the first year of evaluations was completed in 1993. Programs which fall short of meeting, or of making "substantial progress" toward meeting, the established standards are expected to develop a program improvement plan, including strategies to overcome barriers to access and success in *quality* vocational education programs (Section 117(1)). The assurances enumerated in Section 118 of the Perkins Act will be a useful reference for local recipients who need to develop a program improvement plan because they have failed to meet the state standards. The assurances in Section 118 are meant to ensure that members of special populations have access to quality vocational programs and to the services essential for success. It is probably a safe assumption that local recipients who have failed to meet accountability standards have also failed to provide access and services required by Section 118. *In order to assist these local and state educators in improving their accountability systems and developing program improvement plans, this publication has been organized into the following three parts:*

Part I

- Guidelines to ensure comprehensive accountability systems
- An explanation of how to implement the system
- A discussion on using the assurances found in Section 118 to develop a program improvement plan

- A discussion, with examples, of incentives and adjustments

Part II

- Examples of general standards and measures
- Examples of standards and measures for special populations

Part III

- A listing of definitions concerning special populations provisions garnered from the Perkins Act Final Regulations, and suggested operational definitions gleaned from state publications

SECTION 115: STATE AND LOCAL STANDARDS AND MEASURES

The Perkins Act mandates that each state develop and implement a system of performance standards and measures for vocational education programs. Section 115 of the Perkins Act specifies the inclusion of student measures of both academic and occupational outcomes in statewide systems. In addition, the accountability system must include incentives or adjustments designed to encourage service to targeted groups or special populations.

Section 115, State and Local Standards and Measures, states

(a) GENERAL AUTHORITY. Each state board receiving funds under this Act shall develop and implement a statewide system of core standards and measures of performance for secondary and postsecondary vocational education programs. Each State board receiving funds under this Act, before the expiration of the thirty-day period beginning on the date of the enactment of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, shall appoint the State Committee of Practitioners (in this section referred to as the 'Committee') as prescribed by section 512(a) after consulting with local school officials representing eligible recipients, and representatives of organized labor, business, superintendents, community-based organizations, private industry councils established under section 102(a) of the Job Training Partnership Act, State councils, parents, special populations, correctional institutions, the administrator appointed under section 111(b)(1), the State administrator of programs assisted under part B of the Education of the Handicapped Act, the State administrator of programs assisted under chapter 1 of title I of the Elementary and Secondary Education Act, the State administrator of

programs for students of limited English proficiency, and guidance counselors. Such systems shall be developed and implemented before the end of the two-year period beginning on the date of the enactment of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 and shall apply to all programs assisted under this Act. Eligible recipients may make local modifications to such system based on economic, geographic, or demographic factors, or the characteristics of the population to be served. Such modifications shall conform to the assessment criteria contained in the State plan. The State board shall convene the Committee on a regular basis to review, comment on, and propose revisions to a draft State proposal, which the State board shall develop, for a system of core standards and measures of performance for vocational programs.

"Each system . . . shall include . . . measures of learning and competency gains, including student progress in achievement in basic and more advanced academic skills . . . ."
PERKINS ACT
Section 115

(b) REQUIREMENTS. Each system developed under subsection (a) shall include

(1) measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills

(2) one or more measures of performance, which shall include only

(A) competency attainment

(B) job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter

(C) retention in school or completion of secondary school or its equivalent and

(D) placement into additional training or education, military service, or employment.

(3) incentives or adjustments that are

(A) designed to encourage service to targeted groups or special populations; and

(B) for each student, consistent with the student's individualized education program developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate and

(4) procedures for using existing resources and methods developed in other programs receiving Federal assistance.

SPECIAL POPULATIONS: GUIDELINES TO ENSURE COMPREHENSIVE ACCOUNTABILITY SYSTEMS

The following are offered as guidelines to ensure that provisions for special populations become an integral part of the accountability systems mandated by the 1990 Perkins Amendments:

1. Accountability systems must contain good *outcome* and *process* data concerning special populations. Obviously, a program's outcomes provide evidence of its effectiveness. For example, completion and retention rates of a dropout prevention program will reveal much more about the success of the program than counting the number of books in the library or computer/student ratios. Yet, process data (e.g., enrollment data, number of students receiving specific services, computer access) should help explain outcomes, both good and bad.

Include good outcome and process data.

2. Incentives and/or adjustments to programs designed to encourage the participation of students who are members of special populations must be integrated into all vocational programs. (Incentives and adjustments are discussed on pp. 11-14.)

Integrate incentives and programmatic adjustments into all vocational programs.

3. Measures of gain should be used to encourage local educators to recruit and serve special populations. Hoachlander, Levesque, and Rahn (1992) suggest that including *measures of gain* in addition to measures of attainment is a strategy that will discourage the exclusion of members of special groups (or creaming). Gains or "value added" measures provide change over time versus *attainment measures* that establish an achievement level. Hoachlander and his associates point out that while attainment measures are very necessary, gains measures allow flexibility between advantaged programs and less advantaged programs. For example, the academic attainment level of an inner city school or community college with a student population consisting largely of special populations may be much lower than that of a student population of a suburban school with more advantaged students. The achievement levels of students in different situations may vary greatly and put some teachers and students in an unfavorable light. Student gains measured by pretests and posttests may be a better determinant of program success.

Include measures of gains, in addition to measures of attainment.

4. The accountability system should produce data on all special groups identified in the 1990 Perkins Amendments. These groups include the following:

Identify and gather data on all groups.

- Students who have limited-English proficiency (LEP)
- Students who are educationally and/or economically disadvantaged
- Students with disabilities
- Students who are in programs designed to eliminate sex bias
- Students who are incarcerated

Examples of these kinds of data would be data on the numbers of LEP students placed in jobs in their field and the number of students with disabilities who have successfully completed program "X," and so on.

Disaggregate data.

5. Data should be gathered by gender for each subgroup as well as the total population (e.g., numbers of females and males with disabilities who complete vocational program "X").[1]

6. Data should be gathered to address situations unique to the state, locality, or even institution. For example, some areas may have a high concentration of a special population(s) (e.g., a large number of Vietnamese students who have limited-English proficiency).[1]

Apply standards to all students.

7. Standards should be constant for all students in a program, including those who are members of special populations. *The intent of the legislation is to provide supplemental services to raise the achievement level of students who are members of special populations, not lower program standards.* Similarly, validity and reliability measures in assessing program and student outcomes should apply to all groups, including special populations.

Use Section 118 assurances when developing program improvement plan.

8. When a review of the evaluation findings necessitates the development of a program improvement plan, Section 118 assurances (see pp. 15-19) should be used as guidelines.

Assess students.

9. The accountability system should include assessment data from all students, including those who are members of special populations. (Reminder: Some members of special populations need special testing accommodations.)

Conduct ongoing evaluation.

10. There should be an ongoing review of the accountability system to ensure that the standards and measures are nonbiased and fair to all students.

[1] Section 117 requires a review of the findings by a group which must include full participation of a representation of individuals who belong to special populations. The data must provide information on those groups in order to determine access and success.

SECTION 117: PROGRAM EVALUATION AND IMPROVEMENT

Based on the statewide system of performance standards and measures, each recipient of Perkins funds must evaluate the effectiveness of their programs. If as a result of the evaluation a program is not making "substantial progress" toward meeting the established standards and measures, a program improvement plan must be developed. Section 117 also mandates that local recipients review the findings of the evaluation in order to identify and adopt strategies to overcome any barriers *to access and success* with the full and informed participation of representatives of individuals who are members of special populations (e.g., personnel who work with LEP students, disabilities, and Chapter 1 programs).

Section 117, Program and Evaluation and Improvement, states

(a) ANNUAL EVALUATION. Each recipient of financial assistance under part C of title II shall annually evaluate the effectiveness of the program conducted with assistance under this Act based on the standards and measures (or modifications thereto) developed as required by section 115. As part of each such evaluation, each such recipient shall

(1) review programs, with the full and informed participation of representatives of individuals who are members of special populations in order to

(A) identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and

(B) evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and

(2) evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

(b) LOCAL PROGRAM IMPROVEMENT PLAN. Beginning not less than 1 year after the implementation of the provisions of section 115, if any recipient described in subsection (a) determines that the recipient is not making substantial progress in meeting the standards and measures developed as required by section 115, such recipient shall develop a plan, in consultation with students, parents, and teachers concerned,

for program improvement for the succeeding school year. Such plan shall describe how the recipient will identify and modify programs funded under part C of title II, including

(1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the program conducted with assistance under this Act; and

(2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(c) STATE AND LOCAL JOINT PLAN. If, after 1 year of implementation of the plan described in subsection (b), sufficient progress in meeting the standards and measures developed as required by section 115 has not been made, the State shall work jointly with the recipient and students, parents, and teachers concerned to develop a plan for program improvement. Each such plan shall contain

(1) a description of the technical assistance and program activities the State will provide to enhance the performance of the eligible recipient;

(2) a reasonable timetable to improve the school performance under the plan;

(3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; and

(4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(d) FURTHER ACTION. The State shall, in conjunction with the eligible recipient, annually review and revise the joint plan developed under subsection (c) in order to improve performance and will continue to do so each consecutive year until the recipient sustains, for more than 1 year, fulfillment of the State and local standards and measures developed under section 115.

FIRST STEPS

As local and state administrators attempt to implement the mandated accountability system, gaining faculty and staff support is vital. Taking proactive steps can avert negative reactions to change efforts at the grassroots level. The following actions are recommended to facilitate the implementation of the accountability system of performance standards and measures specified in the Perkins Act:

1. When implementing the accountability system of standards and measures, faculty and staff should take part in the planning and decision-making process where their input is sought and valued. A good professional development program fosters collaboration and encourages the faculty and staff to become stakeholders in the new initiative.

Involve faculty and staff in the planning and decision-making process.

2. To prepare the faculty and staff for the task ahead, extensive inservice activities are essential. With adequate instruction, they are likely to be more confident when confronted with problems as they perform their responsibilities. In addition, appropriate ongoing professional activities serve to keep the participants updated and on task.

Provide extensive inservice activities.

3. The institution should examine local, state, and federal accountability requirements and practices to determine how to align the accountability system of performance standards and measures with the existing accountability program. If possible, the accountability system of standards and measures should be established as a part of the overall program of evaluation and accountability.

Align the core of performance measures and standards with the existing accountability program.

4. During the *planning stage* of the system of performance standards and measures, it is important to determine what data is to be gathered and how the needed data is to be collected.

Determine how and what data to gather.

5. Equally significant to systematic program evaluation is deciding who will review the data and what evaluation procedures will be utilized. The availability of relevant data can lead to effective program improvement.

Decide who will review the data and what evaluation procedures will be utilized.

Examples

Secondary Level: Glendale Union High School District

Vocational teachers, coordinators, and administrators from the Glendale Union High School District in Phoenix, Arizona, have established an accountability system based on their state's performance standards and measures. This team of professionals, after evaluating their first steps, decides and plans together for the next steps. Suggestions are made on how to better serve students and make learning in the classroom worthwhile. More importantly, *focusing on and enhancing the positive makes everyone who is involved in the entire process feel like winners.* As a result of the evaluation, programs that do not meet the core standards and measures have to develop their own program improvement plans. The Glendale Union High School District sees *this evaluation as the beginning of an ongoing process*—all in the best interest of students.

In 1992-1993, the Glendale Union High School District, under the direction of Dean Petersen, Vocational Education and Special Programs Coordinator, took the following first steps to implement its vocational accountability system. The emphasis throughout was on program improvement in conjunction with state and federal mandates.

Win teachers' and administrators' support in the implementation of the accountability system.

1. Prior to the opening of classes for the 1992-1993 academic year, the district provided a four-hour general orientation session for the district's vocational education personnel. The program was designed to enlist the support of the district's vocational teachers and administrators in implementing the vocational accountability system based on the state's performance standards and measures. The orientation provided teachers with background information on standards and measures including legislative explanations and priorities set in the state of Arizona.

   The district's overall educational evaluation plan was also presented during this meeting, with an explanation concerning how the two systems would fit together. Ample time was allowed for participants to voice concerns and clarify any misunderstanding or confusion. Roles of teachers and administrators were discussed and clarified. It was evident by the end of the session that everyone had a stake in implementing a good, viable, accountability system.

2. Next, the school district formed a steering committee composed of eight vocational teachers and coordinated by Dean Petersen. Committee

members were volunteers who felt personally invested in the task ahead. The committee, which met regularly throughout the school year, gathered information from faculty and administrators in order to make plans and decisions on the vocational evaluation. Updates on each of the meetings were disseminated to other vocational teachers and administrators for more feedback. This group of professionals worked diligently to pave the way for the smooth implementation of the local evaluation plan.

Support teachers' participation in planning and decision-making.

3. The Glendale Union High School District conducted its training and staff development activities in February and March of 1993 to prepare teachers and administrators for the work ahead.

   First, vocational education teachers, administrators, and coordinators of special populations programs attended a two-hour training session on the entire accountability process. During this session, local evaluation teams with a designated team leader were formed to guide the process in each school. The evaluation teams consisted of at least one representative from the following groups: students with disabilities, students who are disadvantaged, and LEP students. Also included were people representing programs to promote gender equity, business and industry representatives, and teachers. Every local team member made a two-year commitment to ensure stability in team composition and eliminate further training of new members. Teams had a minimum of eight members to a maximum of eleven. A forum was held at a later date to discuss various dimensions of the implementation process and to familiarize each member with the locally developed resource guide designed to assist local evaluation teams.

Provide comprehensive staff development activities to local evaluation teams.

4. Finally, the local evaluation teams oversaw the evaluation of the vocational programs in their respective schools. By this time, all the district's vocational personnel were aware of the process, the information to be gathered, and how the information would be reviewed and used to improve their programs.

   The intensive process included the following stages:

   (a) one-day on-site evaluation which included in-depth interviews with students and teachers
   (b) one-day of reviewing and corroborating all data
   (c) one-half day of drawing local improvement plans

Implement local accountability plan.

To provide each school the benefit of an objective evaluation, vocational program area teachers from each school participated as a member of a local evaluation team for another school.

Conduct follow-up activities.

5. As a result of the evaluation, schools in the Glendale Union High School District are currently intensifying follow-up activities for their graduates to assure good placement. They consider this phase to be critical in the successful implementation of their evaluation system.

The vocational personnel in Glendale Union High School District have shown that they can make a difference. By working together with a common purpose, they are able to improve their programs and services to their students. (See Appendix A for selected sections of the *Glendale Union High School District: Vocational/Technical Education Performance Standards: Local Evaluation Team Resource Guide.*)

Postsecondary Level: Technical Colleges in Minnesota

In 1993, Minnesota's State Board of Technical Colleges (SBTC) implemented an accountability system that incorporates all the elements required by the Perkins Act. The SBTC, with the Committee of Practitioners' review and approval, designed their accountability program to *provide quality vocational-technical education programs through continuous program improvement for the diverse student populations served by each of their technical colleges.*

Conduct statewide assessment.

The system's core of performance measures is based on a statewide assessment conducted in 1992 by SBTC to determine if the technical colleges are successfully recruiting, retaining, graduating, and placing their students. Instructors and administrators from the state's technical colleges were involved in the assessment through discussion, meetings, interviews, and surveys. The assessment effort resulted in the following six measures:[2]

1. Number/percent of special population enrollees by college against total population

2. Number/percent of special population enrollees by program against total population

[2] Minnesota technical colleges are still struggling with the selection and implementation of a standard and measure that measures academic gain. This standard will be phased in over time.

3. Graduates' satisfaction of the training program(s)
4. Number/percent of graduates available for placement that are placed in related employment
5. Number/percent of special populations graduates available for placement that are placed in related employment
6. Retention/nonretention rate of students in the program

Include "effectiveness" and "efficiency" measures.

The above measures are referred to as effectiveness measures. In addition, the SBTC also requires efficiency measures (e.g., cost, student-instructor ratio) designed to complement the effectiveness measures. The efficiency measures expand the accountability system to provide each technical college with a framework for a complete and objective progress assessment.

Determine own (by each technical college) performance standards.

The Minnesota system does not have an established core of performance standards. Instead, each college must set their own standards based on their respective geographic draw of specific populations. For example, if through data analysis a college discovers it is underserving LEP students upon comparing enrollment data on that group to the proportion of LEP students in the college's service area, corrective action must be taken. Thus, realistic performance standards can be set by using the data collected on a particular group of students (e.g., 5% in the area/s served; 2% enrolled in the college). Technical colleges exercise autonomy in determining their standards. However, the standards in their local application become the college's standards upon local application approval.

Keep SBTC liaisons and technical colleges personnel informed about the accountability system through inservice.

A team of seven professionals led by Ann Wood, SBTC's Process Improvement Specialist, who is charged with managing the implementation of the Perkins Act, oversees the accountability program. Each of the SBTC colleagues acts as a liaison to two or three of the 18 technical colleges in Minnesota by providing technical assistance on implementing the accountability system. Early in the program, the liaisons and technical colleges' personnel participated in inservice sessions to familiarize themselves with the Perkins Act, the Minnesota accountability system, and the parameters of their job. An ongoing communication between the technical colleges' personnel and SBTC staff continues to strengthen accountability efforts in the state.

Conduct annual self-evaluation.

As intended by the legislation, the Minnesota accountability system is the framework for each college's annual self-evaluation. By the end of the 1993 fiscal year, each of Minnesota's technical colleges completed an evaluation of their technical programs (e.g., drafting, auto body mechanics, electronics). As a result of these evaluations, colleges not making substantial progress toward meeting the established standards are required to develop program improvement plans predicated on the data they have gathered. The data is also disaggregated to ascertain how special populations students are performing in relation to the general population.

Use measures data to support local application for Perkins funding.

The practicality of the Minnesota system is also reflected in their local plan requirement. Colleges must use the measures data to support the local application for Perkins funding for the following year. The local plan must also contain a plan for correcting any deficiencies. (See Appendix B for information on the Minnesota SBTC local application requirements.)

As instructors and administrators perform their respective responsibilities required by the accountability system, they have learned to appreciate and value what each of them can contribute in responding to the diverse needs of *all* their students. Cognizant of the support they have from the SBTC, they are able to improve their institutions not only for their students but also for themselves. Bringing about educational change through the implementation of the accountability system in Minnesota has truly been a collaborative effort.

INCENTIVES OR ADJUSTMENTS

Each state must include incentives or adjustments that encourage service to members of special populations.

Incentives or adjustments within accountability systems designed to encourage service to targeted groups or special populations must be addressed. This section discusses how incentives and adjustments can promote access and success for members of special populations. In addition, examples of incentives and adjustments are provided.

Incentives

Recognizing that accountability systems may induce programs to only recruit higher achieving students, Congress stipulated that each state's system of standards and measures *must* include incentives or adjustments that encourage service to members of special populations. As Hoachlander et al. (1992) point out, however, neither the law nor the regulations specify what those *appropriate* incentives or adjustments should be.

Incentives can be implemented at the local or state level. For example, *states* can reward local districts or agencies who have large numbers of special populations that are performing at or above the standards set. Additionally, local recipients with greater numbers of special population students that are successful in meeting the standards may be rewarded with the following:

Monetary or nonmonetary incentives can be implemented at the local or state level.

- Supplementary equipment
- Added points in evaluating grant proposals
- Relief on some state or federal regulations

Furthermore, *local authorities* may give incentives to schools or teachers of programs that fulfill the targeted standards. Both local- and state-level incentives can be monetary or nonmonetary in nature. While monetary incentives may be more appealing, the availability of funds may pose a difficulty for local and state authorities.

Hoachlander et al. (1992) discuss four forms of nonmonetary incentives: (1) value-added measures or *gains*, (2) standards based on relative improvement, (3) regulatory relief, and (4) awards and recognition. They suggest that including *measures of gains* in accountability systems can become powerful incentives to serve special populations. This means a program could be evaluated based on the absolute gain in learning that its students achieve. For instance, a program serving a large number of students who do not possess the identified basic skills at the beginning of the program is more likely to achieve greater gains with these students than with students who are already performing at or above the standard.

Four forms of nonmonetary incentives:

1. *value-added measures*
2. *standards based on relative improvement*
3. *regulatory relief*
4. *awards and recognition*

Incentives can also be stated in the form of *relative improvement*. Programs that are not making substantial progress or are operating below the standard that has been set need not be identified as poor performers; instead, states can set standards for improvement, which, if met, will be considered sufficient progress.

Another way to introduce incentives in an accountability system is *regulatory relief* such as relieving districts from some regulations or reviews because they have met certain standards. Lastly, states can grant nonmonetary incentives such as *awards and recognition* for programs serving special populations and performing well above state standards, as well as those making above average progress. Nonmonetary incentives are

low cost and can help states publicize accountability and program improvement (Hoachlander et al., 1992).

Adjustments

Programmatic adjustments promote access, successful program completion, and job placement for special populations.

In addition to incentives, Hoachlander et al. (1992) note that programmatic adjustments are one of the best approaches to promote access, successful program completion, and job placement for members of special populations. Program adjustments to accommodate special learning needs of students have become standard practice in most K-12 grade school systems and community colleges. Vocational funds and other funding sources have been used extensively for tutors, equipment modification, resource teachers for students with special needs, child care, teacher aides, and a variety of other adjustments to programs. Hoachlander et al. encourage vocational educators to also consider using federal funding to *reduce class size* in order to better compensate for the extra instructor time required by students with special needs. They also suggest reducing teachers' responsibilities by assigning greater weights to students with special needs who demand extra assistance. For example, a student with disabilities could be counted 1.5 students. If the standard class size in one school is 20 students, a teacher with 4 students with special needs would actually have a full class load of 18 students (*4* x 1.5 = 6 + *14* nonspecial population students). Weighting outcomes can be an effective means of adjusting standards to reflect differences among programs with a concentration of students from special populations. Hoachlander et al. explain weighted outcomes and indices in detail.

Team teaching is another suggested program adjustment. Inclusion[3] of all students into regular programs has become accepted as an effective educational strategy for students who have been identified for special education programs. Similarly, the "detracking" of students who have been placed in low-level classes has proven to be a very effective school reform. When students from special education programs enter regular classes, their teachers may team with the regular classroom teachers to work with *all* students.

[3] There is evidence that inclusion works where there is adequate inservice and preparation. In *all* cases, it is imperative that teachers and staff receive intensive inservice on cooperative learning, team teaching, and applied learning prior to implementing a full inclusion policy.

Students with special needs may require additional time to complete programs and may even need a customized instructional program. When secondary school students are involved, those cases should be identified by the Individualized Education Plan (IEP) team, which will include the appropriate teachers, the student, the parents, and others as are required. The IEP should reflect the entire education plan, including the vocational education component, a transition plan, and a very specific career goal (e.g., tire technician) attainable within the competencies of a recognized program.

With the improvement approach, Illinois schools are not in competition with each other.

Section 115(b) of the Perkins Act specifies that each state's accountability system must include incentives or adjustments that are designed to encourage service to members of special populations. In Illinois, the State Board of Education, in cooperation with the Illinois Community College Board, has proposed a comprehensive set of performance standards and measures for all groups of students, including targeted groups and special populations. Illinois incorporates the participation rates for targeted groups and special populations into its accountability system. Additionally, Illinois administrators realize the significance of implementing appropriate adjustment techniques to supplement the targeted performance standards and measures. The adoption of the "improvement approach" over the "competitive approach" is highly recommended in setting local performance goals, as well as in developing and implementing adjustments in Illinois. Under this system *schools are not in competition with each other*, but the system places each school in competition with itself by evaluating its performance in comparison to the previous year's performance. Using the state standard as the ideal level of performance for vocational programs, each school's performance goal for a given measure and year is based on a percentage reduction of the difference between its actual performance during the previous year and the state standard. For example, suppose the standard is 100% and the previous year's performance for XYZ school was 80%. If the state requires a 10% reduction of the difference between the standard and last year's performance as a strategic goal, the performance goal for the school would be 82% (80 + [20 x .10]) (Baj & Sheets, 1993).

The following are some *examples of program adjustments* taken from South Carolina's System of Performance Standards and Measures:

- Providing release time for inservice training for teachers of special populations students to provide them with information relative to prerequisites of occupational education courses.

- Providing release time for inservice training for teachers of occupational education courses to enable them to gain an understanding of how to teach special population students.
- Scheduling adequate coordination time for teachers of occupational education, teachers of students with disabilities, and academic teachers who teach students with disabilities to meet on a periodic basis to plan the activities of the students with disabilities.
- Incorporating a consulting teacher model with the teacher of students with disabilities serving as the consulting teacher to occupational teachers.
- Developing a preoccupational/exploratory course at a pre-secondary level (where one does not currently exist) to enable all special populations students to receive hands-on experience in a variety of occupational course offerings.
- Arranging for nontraditional role models, both male and female, to provide job shadowing experiences and opportunities, to speak at career fairs or classrooms, or to serve as mentors.
- Providing equipment modification as needed.
- Using uniquely developed methods of adjustments that are locally appropriate.

LOCAL PROGRAM IMPROVEMENT PLANS TO IMPROVE OUTCOMES FOR MEMBERS OF SPECIAL POPULATIONS

Design program improvement plans and provide supplementary services for special populations.

Special populations must be included in the total population evaluated through the state's accountability system developed under Section 115 mandates. If as a result of the evaluation, all students, including members of special populations, do not meet the standards (or do not show substantial progress toward meeting the standards), the local recipient must develop a program improvement plan for the succeeding school year. The plan must include strategies designed to achieve progress in improving the effectiveness of the program and, if necessary, a description of strategies designed to improve services provided to individuals who are members of special populations (Section 117(b)).

Review of Evaluation Findings

When local recipients use their state's system of standards and measures, sufficient data should be collected to identify, by gender, the following members of special populations separately:

Disaggregate data and outcomes by gender and special populations categories.

- Students with disabilities
- Students who are educationally disadvantaged
- Students who are economically disadvantaged
- Students of limited-English proficiency
- Students who participate in programs designed to eliminate sex bias
- Students in correctional institutions

A review of student *enrollment data* for vocational and technical education should be made to determine the level of *access of members of special populations enrolled in vocational education programs.* Data should also show that enrollment patterns of special populations in vocational education programs are approximately equal to their enrollment in the school/institution.

Local recipients should also review *outcome data* (e.g., number of students successfully completing program "X," placement rate) of *all* students *including* those who are identified as members of special populations. The review of the outcomes for *each identified group* of special populations will determine their progress and the need for initiating additional supplementary services and other activities necessary for improving those outcomes. For instance, a program with a number of Hispanic American students would want to look at comparative data between these students and other groups. Are these students completing high quality programs? Are they being placed in jobs for which they trained? Do males and females participate in nontraditional occupational training programs?

SECTION 118: CRITERIA FOR SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS

The Perkins Act specifies that states ensure equitable participation for members of special populations in vocational education programs. The assurances of equal access to recruitment, enrollment, and placement for special populations stipulated in Section 118 are criteria for states to consider when developing their program improvement plans.

Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the law states

(a) ASSURANCES OF EQUAL ACCESS FOR MEMBERS OF SPECIAL POPULATIONS. The State board, in its State plan, shall provide assurances that

(1) individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities

(2) individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations

(3) (A) vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such Act

(B) students with handicaps who have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under sections 612, 614, and 615 of such Act

(C) students with handicaps who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such a program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3)

(D) vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies and

(E) the provision of vocational education to each student with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such student under section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists

(4) the provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible and

(5) (A) the requirements of this Act relating to individuals who are members of special populations

(i) will be carried out under the general supervision of individuals in the appropriate State educational agency or State board who are responsible for students who are members of special populations and

(ii) will meet education standards of the State educational agency or State board and

(B) with respect to students with handicaps, the supervision carried out under subparagraph (A) shall be carried out consistent with and in conjunction with supervision by the State educational agency or State board carried out under section 612(6) of the Education of the Handicapped Act

(b) PROVISION OF INFORMATION.

(1) Each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning

(A) the opportunities available in vocational education

(B) the requirements for eligibility for enrollment in such vocational education programs

(C) specific courses that are available

(D) special services that are available
(E) employment opportunities and
(F) placement

(2) Each eligible institution that receives assistance under title II shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution and, when appropriate, assist in the preparation of applications relating to such admission

(3) The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand

(c) ASSURANCES.

Each eligible recipient that receives assistance under title II shall provide assurances that such eligible recipient shall

(1) assist students who are members of special populations to enter vocational education programs and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act

(2) assess the special needs of students participating in programs receiving assistance under title II with respect to their successful completion of the vocational education program in the most integrated setting possible

(3) provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps

(A) curriculum modification
(B) equipment modification
(C) classroom modification
(D) supportive personnel and
(E) instructional aids and devices

(4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services and

(5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities

(d) PARTICIPATORY PLANNING.

The State board shall

(1) establish effective procedures, including an expedited appeals procedure, by which students, parents, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests and

(2) provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures

Program Improvement Plan Activities

Under Section 118 of the Perkins Act, local and state recipients have to provide assurances that members of special populations will have equal access to vocational programs and will be given necessary assistance to succeed in these programs. When a program fails to meet standards and has to develop a program improvement plan, it may have failed to provide Section 118 assurances. The assurances that follow should be reviewed and incorporated.

Equal Access

Assure equal access.

Members of special populations must be given equal access to vocational education programs through recruitment, enrollment, and placement activities. Access must be provided to all courses of study offered to students who are not members of special populations (Section 118(a)). A good guideline to follow is that vocational class enrollments will have approximately the same makeup as the total student body enrollment.

Provision of Information

Inform students and their parents early.

Students who are members of special populations and their parents must be furnished information about the availability of vocational programs and services provided by the local educational agency. This information, to be provided at least one year before the students are eligible for vocational education, must include

- details about the opportunities available in vocational education,
- eligibility requirements for vocational education programs,
- specific courses available,
- employment opportunities, and
- placement. (Section 118(d))

Assess students.

Vocational Assessment

An assessment of the special needs of students participating in vocational programs can identify individual strengths and weaknesses as well as education, training, and placement needs. Based on this data, the needs for program placement and supplementary services can be identified (Section 118(c)(2)).

Provide supplementary services.

Supplementary Services

Students who are members of special populations, including individuals with disabilities, must be provided supplementary services. Supplementary services that may be provided to students with identified needs include

- curriculum modifications,
- equipment modifications,
- classroom modifications,
- supportive personnel, and
- instructional aids and devices. (Section 118(c)(3))

Provide guidance and counseling services.

Guidance, Counseling, and Career Development Activities

Guidance and counseling activities should be provided to members of special populations to assist them in making and implementing informed educational/career choices. Members of special populations should have access to subject matter that provides them with career awareness, career planning, career decision-making, and placement skills (Section 118(c)(4) and (5)).

Encourage students, teachers, parents, and community to participate in planning.

Participatory Planning

Each state should have effective procedures for developing vocational programs at the local and state level. Students, parents, teachers, and area residents should be able to participate in this program development process (Section 118(d)).

SAMPLE PROGRAM IMPROVEMENT ACTIVITIES

Program improvement activities for members of special populations enrolled in vocational education courses should be jointly planned with other school personnel who support these students in academic courses. For example, personnel who work with special education, Chapter I, English as a Second Language, and any other support persons should be included

in planning supplementary services for members of special populations to eliminate duplicated services. The following are some activities that should be considered when planning program improvement for members of special populations:

- Provide vocational and academic teachers who teach students enrolled in vocational education with quality preservice and inservice training in working with all members of special populations.

Conduct quality preservice and inservice training.

- Review enrollment figures and implement policies and procedures, as needed, to assure members of special populations equal access to all vocational education programs, including programs leading to high skill/ high wage occupations.

Review enrollment figures.

- Analyze the local data showing participation in vocational education and outcomes of members of special populations. If the outcomes for members of special populations do not meet expectations, determine if sufficient supplementary services have been provided. When services are insufficient or not provided, additional services should be initiated.

Analyze participation data and outcomes.

  Questions to be asked should include, but not be limited to, the following:

  - **Have sufficient assessments (vocational assessment) of students' interests, strengths, and abilities been made to determine the appropriate vocational program placement and need for supplementary services?**

    When the vocational assessment process needs strengthening, local schools may consider implementing the three levels of assessment developed in Texas in 1980 and now used extensively by many states.

    Level I Vocational Assessment is designed to gather pre-existing student information. Information on attendance, grades, previous testing scores, previous work experience, prevocational classes, and special considerations for placement in educational programs should be available. As a rule, students with disabilities have extensive test data which is often sufficient without further testing. Student, parent, and/or teacher interviews may also be used to obtain information during the Level I stage.

During *Level II Vocational Assessment*, additional information is gleaned from further assessments through paper and pencil type assessment instruments, performance tests, as well as measures of dexterity, spatial ability, eye-hand coordination, strength, and/or perceptual abilities. Level II Assessments are usually administered by teachers and/or counselors in the school.

Level III Vocational Assessment is a comprehensive process used only when the school needs more placement information than obtained from Levels I or II. The Level III Assessment may last from a few hours to several weeks and will incorporate assessing abilities/aptitudes through structured exploratory exercises or simulated occupational tasks/work samples. A trained vocational evaluator should administer Level III Assessment (Patterson & Mikulin, 1992, pp. 10-18).

- **Has the curriculum been modified for individual members of special populations when applicable? Has curriculum modification been made in coordination with other school program personnel who provide services for these students (e.g., special education, ESL, compensatory education personnel)?**

  Vocational education personnel do not have the total responsibility for special populations students and must work cooperatively with other support groups within a school or institution to prevent duplication of services.

- **Through coordinated efforts with special education, has the equipment and/or the classroom been modified for individual students with disabilities who have a need for this service?**

  Special education personnel have the expertise and funding to provide services to students with disabilities in all educational settings, including the vocational classroom. Vocational education should share this responsibility, primarily by providing classroom and equipment modification, and so on, to enable a student with a disability to function successfully in the vocational education classroom.

- **Are supportive personnel available to provide the additional and repetitive instruction for members of special populations enrolled in a vocational program?**

  The provision of these personnel should be a joint effort between vocational education, special education, ESL, and Chapter I resources. These supportive personnel may be used in classrooms to assist members of special populations to succeed in the most integrated setting possible.

- **Is there a need for additional instructional aids and devices which will accommodate diverse learning styles and will enhance the outcomes for members of special populations?**

  Teacher training and additional instructional aids and devices will increase the outcomes of all students, including members of special populations.

- Evaluate the effectiveness of the counseling and career development activities provided to all students, including members of special populations. Career development information and planning should be in place by the 7th and 8th grade to help students plan for their high school vocational and academic education programs.[4] Counselors are the key to appropriate program placement and, therefore, may need additional training to enable them to do the best job possible in guiding students to appropriate programs and in the transition from school to work.

Assess counseling and career development activities.

SUMMARY

The Perkins Act of 1990 calls for the provision of quality vocational-technical education programs for all students, *especially* members of special populations. Part I of this handbook focused on (1) measuring the success of serving special groups in vocational-technical education programs and (2) improving programs that do not meet the established standards.

[4] Ideally, all students should have access to a comprehensive career education program from kindergarten through postsecondary education and beyond.

Clearly, a need exists for a single, comprehensive system to gather accountability data under the Perkins Act. In the long run, a single system will provide local recipients a clearer understanding of the state and federal priorities. A single system should also prove much easier to administer than a multiple system.

It also is important that the accountability system provides information on gender differences and includes data on the groups the law is most meant to serve, which include the following:

- Students who have limited-English proficiency
- Students who are economically and/or academically disadvantaged
- Students with disabilities
- Students in programs designed to eliminate sex bias
- Students who are incarcerated

Thus, a comprehensive system would allow for the disaggregation of the data by gender and these special populations categories.

Furthermore, accountability experts stress the importance of using measures of gain in addition to measures of attainment. Similarly, the inclusion of incentives or adjustments is critical to implementing a successful comprehensive system. State accountability systems are not meant to "punish" programs that do not meet the set standards but should serve to identify and correct problems. The Perkins Act prescribes activities for improving the education of all students including those from special populations.

Part II presents examples of standards and measures that were adapted from various states' systems. Other standards and measures can be developed based on these examples. Definitions of relevant terms taken from the Perkins Act Final Regulations and suggested operational definitions gleaned from some statewide accountability systems are provided in Part III.

Identify program weaknesses and implement good program improvement plans.

A firm commitment to improving the education of all students is vital to the continued economic and social well-being of our nation. The vocational education community has been given an opportunity to prepare the new entrants into our workforce—a group that will consist largely of women, minorities, people with disabilities, and those who live in poverty. The accountability system mandated by the Perkins Act of 1990 offers the

means for each state to develop a system that could be the springboard for vast program improvement. We must meet the challenge of developing comprehensive systems, use them to identify our weaknesses, and then implement good program improvement plans.

EXAMPLES OF GENERAL MEASURES AND STANDARDS

Gains in Basic and More Advanced Academic Skills

This section presents examples of performance measures and standards at the secondary and postsecondary levels that were adapted from selected state accountability systems. Based on these examples, other measures and standards can be developed. The list is not meant to be exhaustive.

Secondary Level

(Arizona Department of Education, 1992; Connecticut State Department of Education, 1992)

Suggested Measure

Demonstrate competency gains, including student progress, in the achievement of basic and more advanced academic skills.

Suggested Standards

Basic Academic Skills

- By the end of the academic year 1993-1994, all (100%) of the tenth graders in vocational programs shall have increased their entry score on the Test of Adult Basic Education (TABE) to at least an 85% level of proficiency.

More Advanced Academic Skills

- All (100%) of the course/program completers who do not possess the identified skills at the beginning of the course/program will demonstrate gains in the achievement of the more advanced academic skills associated with the course/program. The student's course/program may be modified through an Individualized Education Plan (IEP).

Suggested Methods of Collecting Data

Basic Academic Skills

- Determine level of achievement through pre- and post-testing of tenth graders on the TABE and formative testing.

More Advanced Academic Skills

- Determine level of achievement through activity logs, IEP, and student portfolio assessment.

Target Population

All tenth graders/all juniors and seniors enrolled in credit-bearing vocational courses.

Postsecondary Level

(Vermont Department of Education, 1993)

Suggested Measure

Students enrolling in postsecondary technical programs in community colleges who lack the basic academic skills will acquire such skills within the first 24 credit hours of their enrollment, so they can successfully participate in those programs.

Suggested Standard

Eighty percent (80%) of students in postsecondary technical programs who have been identified as deficient in the basic academic skills necessary to participate in a technical program will successfully complete a course of remediation so as to be eligible to take entry-level courses by the end of 24 credit hours of enrollment.

Suggested Methods of Collecting Data

Through students' completion of special remedial courses which use appropriate approaches to teach the basic academic skills required by technical programs and through counseling on improving study skills.

Target Population

All students enrolling in postsecondary technical programs in community colleges who are deficient in the basic academic skills.

Occupational Competency Attainment

Secondary Level
(Arizona Department of Education, 1992)

Suggested Measure

Students demonstrate occupational competency attainment of the core competencies for a specific vocational program area.

Suggested Standard

Eighty percent (80%) of students who have been full-time students and are exiting a vocational program will have reached at least entry-level mastery on 90% of the program's core competencies.

Suggested Methods of Collecting Data

Ascertain occupational attainment through daily observation and analysis of students' performance and utilization of a checklist of competencies.

Target Population

All secondary vocational education students.

Postsecondary Level
(Arizona Department of Education, 1992)

Suggested Measure

Demonstrate competency attainment in a specific occupational/ vocational program.

Suggested Standard

One hundred percent (100%) of the program completers will demonstrate attainment of at least 80% of the occupational competencies/ tasks associated with the program.

Suggested Methods of Collecting Data

Use list of competencies in evaluating achievement of program completers, through activity log and student portfolio assessment.

Target Population

All postsecondary occupational/vocational program students.

Job or Work Skill Attainment

Secondary Level

(Vermont Department of Education, 1993)

Suggested Measure

Students exiting vocational programs shall have reached an entry-level competency on the set of employability skills and work maturity skills identified in the workplace skills list.

Suggested Standard

Eighty percent (80%) of program completers will attain entry-level proficiency in workplace skills. (NCRVE recommends 100% standard.)

Suggested Methods of Collecting Data

Assess students' skills using ten employability skills identified for acquiring employment, through observation of students' lab performance and experiences, and through interviews.

Target Population

All senior students enrolled in vocational programs.

Postsecondary Level

(Vermont Department of Education, 1993)

Suggested Measure

Graduates of postsecondary technical education programs will achieve the occupational skills necessary to work in the area for which they have prepared.

Suggested Standard

Eighty percent (80%) of students who complete a degree/certificate program in a postsecondary technical education program will be equipped

with the occupational skills to obtain the type of employment they sought when they entered the program.

Suggested Methods of Collecting Data

Interview students regarding their perceptions about the program, through observation of daily performance of students and through use of a checklist of occupational skills/competencies.

Target Population

Students enrolled in postsecondary technical education programs.

School Retention/Completion

Secondary Level

(Arizona Department of Education, 1992)

Suggested Measure

Vocational technical education students will continue attending or will complete secondary school.

Suggested Standard

Ninety percent (90%) of the students who enroll in a course which is part of an approved vocational technological program will continue attending or complete secondary schools.

Suggested Methods of Collecting Data

Through counseling, tutoring, interviews, daily observation, and surveys.

Target Population

All secondary students enrolled in vocational technological programs.

Postsecondary Level
(Vermont Department of Education, 1993)

Suggested Measure

Technical programs will provide the guidance, instruction, and support necessary for students to pursue and complete the program with the academic, occupational, and workplace skills required for graduation.

Suggested Standard

Eighty percent (80%) of vocational technological education students will graduate from that program.

Suggested Methods of Collecting Data

Through counseling, interviews, and surveys.

Target Population

All students enrolled in postsecondary technological education programs.

Placement

Secondary Level
(Vermont Department of Education, 1993)

Suggested Measure

Technical program completers will be able to pursue employment or postsecondary education which was identified as appropriate at the time of exit from the program.

Suggested Standard

At least eighty percent (80%) of the technical program completers will be placed in additional training or education in accredited private or public postsecondary institutions, military service, or employment.

Suggested Methods of Collecting Data

Conduct exit interview and through career planning and counseling.

Target Population

All seniors enrolled in vocational technical programs.

Postsecondary Level

(Vermont Department of Education, 1993)

Suggested Measure

Students graduating from technical programs will have mastered the skills required to work in their field or pursue further training in their field.

Suggested Standard

Eighty percent (80%) of students graduating from the technical program will be placed in related work or further education within one year after their date of graduation.

Suggested Methods of Collecting Data

Conduct exit interview and survey and through career counseling and planning.

Target Population

All postsecondary completers of vocational technological programs.

EXAMPLES OF MEASURES AND STANDARDS FOR SPECIAL POPULATIONS

Accountability systems should underscore high expectations for all students. As a general rule, the same core of performance measures and standards should apply to all students, including those who are members of special populations. It is important, however, to determine how special populations are performing in relation to the established general measures and standards. In order for local recipients to comply with Section 118 of the Perkins Act, disaggregated information will be needed to ascertain appropriate approaches that will encourage and increase participation, completion, and successful job placement of students from special populations. The following measures and standards for students who are members of special populations are intended to be examples to assist educators in addressing Section 118 requirements and eventually, make

necessary programmatic adjustments that will promote access and successful program completion for special populations.

Equal Access[5]

(Hoachlander, Levesque, & Rahn, 1992)

Suggested Measure

Special populations students will be recruited in different vocational-technical programs. Data collected for all measures and standards and program enrollment shall have been disaggregated by special populations categories.

Suggested Standard

The proportion of special populations learners enrolled in vocational-technical education programs will steadily increase. The *targeted learner participation rate* for vocational-technical programs should *at least be 5% above its 1991-1992 baseline rate or in proportion to their representation in the school population, whichever is less. The performance of special populations will be disaggregated for each measure and standard based on sex, ethnicity, and special populations categories.*

Enrollment[6]

(Hoachlander et al., 1992)

Suggested Measure

Special populations students will be actively recruited and enrolled in vocational-technical education programs.

Suggested Standard

The percentage of special populations students enrolled in vocational-technical programs will be *equal to or greater than* the percentage of special populations students in the total ninth through twelfth grade high school population.

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[5] The measures and standards for equal access were adapted from Colorado's System of Performance Measures and Standards while the measures and standards for enrollment were adapted from Michigan's System of Performance Measures and Standards.

[6] The measures and standards for equal access were adapted from Colorado's System of Performance Measures and Standards while the measures and standards for enrollment were adapted from the System of Performance Measures and Standards from Michigan.

Gains in Basic and More Advanced Academic Skills

Secondary Level

Suggested Measure

Special populations students enrolled in vocational-technical education programs shall make *satisfactory progress* toward achieving mastery of those basic and more advanced academic skills that are specific to each program on the test (e.g., California: High School Performance Test, North Carolina: Educational Literacy Test. Local agencies can choose or develop an instrument.)

Suggested Standards

Basic Academic Skills

- One hundred percent (100%) of special populations students from eighth to twelfth grade shall demonstrate gain by scoring X or above on the test of basic academic skills.

More Advanced Academic Skills

- The course/program completers from among the special populations groups who lack the identified skills at the beginning will show gains in the achievement of the more advanced academic skills associated with the course/program by scoring X or above on the test on advanced academic skills. The student's course/program may be *modified* through an Individualized Education Plan (IEP).

Postsecondary Level

Suggested Measure

Special populations students enrolling in postsecondary technical education programs at (name of community college) who lack the basic academic skills will successfully complete the required academic courses or sequence of courses.

Suggested Standard

Eighty percent (80%) of special populations students in postsecondary technical programs who were identified as deficient in the basic academic

skills necessary to participate in a technical program will successfully complete academic courses and remediation courses (if needed) so as to be eligible to take entry-level courses.

Occupational Competency Attainment

Secondary Level

Suggested Measure

Special populations students shall achieve X% of the core competencies for a specific program on the test (e.g., competency checklist that can be developed; Rhode Island state-approved criterion-reference competency exams).

Suggested Standard

One hundred percent (100%) of the program completers will demonstrate attainment of at least 80% of the occupational competencies associated with the program.

Postsecondary Level

Suggested Measure

Special populations students enrolled in postsecondary vocational-technical education programs will achieve X% of the required competencies for that specific vocational program area on the test (e.g., SCANS-competencies; Oklahoma occupational test developed by Oklahoma that includes written and performance components).

Suggested Standard

X percentage of special populations will successfully attain X% of the core competencies for that specific program area.

Job or Work Skill Attainment

Secondary Level

Suggested Measure

Program completers shall have successfully mastered all the occupational competencies/skills (e.g., "Work Keys" from ACT, "Workplace Readiness" from Agency for Instructional Technology) necessary to work in the occupational area for which they have prepared.

Suggested Standard

Eighty percent (80%) of the vocational-technical education program completers will be equipped with the occupational skills necessary to obtain the type of employment they sought when they entered the program.

School Retention/Completion[7]

(Hoachlander et al., 1992)

Suggested Measure

Special populations students enrolled in vocational-technical education programs will complete secondary/postsecondary school.

Suggested Standard

The percentage of special populations students completing vocational-technical programs will be equal to or greater than the percentage of nonspecial populations students completing vocational-technical programs.

[7] The measures and standards for school retention/completion and placement were adapted from Michigan's System of Performance Measures and Standards.

Placement[8]

(Hoachlander et al., 1993)

Suggested Measure

Special populations graduates of vocational-technical education programs will be able to pursue the employment identified as appropriate for them and for which they have prepared.

Suggested Standard

The percentage of special populations students placed will be equal to or greater than the percentage of nonspecial populations students who are placed.

[8] The measures and standards for school retention/completion and placement were adapted from Michigan's System of Performance Measures and Standards.

Part III DEFINITIONS OF TERMS

The following list contains definitions of relevant terms taken from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 Final Regulations and suggested operational definitions for use in the accountability system required in Section 115 of the Perkins Act.

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Academic Skills*		
Basic Academic Skills		Skills measured (by a valid, reliable assessment instrument) which include those in English Language Arts (reading, writing, and oral communication), mathematics, and science (Arizona Department of Education, 1992)
More Advanced Academic Skills		Skills in communication, math, and science requiring reasoning, analysis, interpretation, problem-solving, and decision-making as they relate to the particular subjects in which instruction is provided (Arizona Department of Education, 1992)
All Aspects of the Industry	With respect to a particular industry that a student is preparing to enter, includes planning, management, finances, technical and production skills underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry (Chapter IV of Title 34 of the Code of Federal Regulations [34CFR] Part 400.4[b]).	

***NOTE:** California distinguishes between the secondary and postsecondary academic skills. They suggest the following definition for postsecondary academic skills:

basic academic skills are those reading, critical thinking, communication, and mathematics skills included in the nondegree applicable or noncredit curriculum.

more advanced academic skills are those skills included in the collegiate level curriculum (i.e., degree applicable for community colleges). For those enrolled in adult schools, the advanced skills are defined in the curriculum leading to a high school diploma or the GED ROC/P (adult) definitions that are included in basic academic skills for nondegree applicable or noncredit.

TERM		PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Area Vocational Education School	(1)	A specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market.	
	(2)	The department of a high school exclusively or principally used for providing vocational education in not less than five different occupational fields to individuals who are available for study in preparation for entering the labor market.	
	(3)	A technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market.	
	(4)	The department or division of a junior college, community college, or university operating under the policies of the State Board and which provides vocational education in not less than five different occupational fields leading to immediate employment, but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in paragraph of this definition (3) or in this paragraph, it admits as regular students both individuals who have completed high school and individuals who have left high school (34 CFR Part 400.4[b]).	
Competency			The ability or skill to perform a particular measurable objective (Utah State Board of Education, 1992)
Competency Attainment			Level at which a student is able to perform a specific task(s) or skills related to a job, program major, or specific occupation (California Department of Education, 1992)

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Completer		A *vocational education completer* is a student who plans and completes the minimum requirements for an approved vocational education program (Virginia Department of Education, 1993).
Correctional Institution	Refers to any (1) prison, (2) jail, (3) reformatory, (4) work farm, (5) detention center, or (6) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (34 CFR Part 400.4[b]).	
Disadvantaged	Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited-English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary schools (34 CFR Part 400.4[b]).	

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Academically Disadvantaged	*Academically disadvantaged* individuals are identified as those students who score below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where "A" equals 4.0), or who fail to attain minimal academic competencies. This definition does not include individuals with learning disabilities who have been identified as having a disability (34 CFR Part 400.4[b]).	**Secondary**: *Failure to attain "minimal academic competencies"* is operationally defined as (1) having failed to be promoted one or more times in grades one through six and continue to be unable to master the essential elements in the seventh grade or higher; (2) being two or more years below grade level in reading and mathematics; (3) having failed at least two courses in one or more semesters and are not expected to graduate with four years of ninth grade entrance; or (4) having failed one or more of the reading, writing, or mathematics sections of the most recent basic skills assessment instrument(s) (Texas Education Agency, 1992) **Secondary**: An individual enrolled in an approved vocational-technical education program who is identified by the following criteria: • A student who, based on the results of standardized tests, is two grade levels below placement in reading, English, or math skills • A student who is receiving a grade of D or below in a vocational-technical education class and needs support services to succeed in that class • A vocational-technical education student who is enrolled in a remedial course and who meets one or more of the criteria listed above (Illinois Guidelines, 1992) **Postsecondary**: An individual enrolled in an approved vocational-technical education program who is identified by the following criteria: • A student who is performing at or below the 25th percentile on a standardized achievement or aptitude test in reading, writing, or math skills • A student who is receiving a grade of D or below in a vocational-technical course and needs support to succeed in that course • A student who is receiving ABE or ASE instruction • A student who is receiving instruction in a developmental class • A student who is on probation (Illinois Guidelines, 1992)

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Economically Disadvantaged Family or Individual	or . . . Refers to families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce (34 CFR Part 400.4[b]). *Economically disadvantaged* family or individual means a family or individual that is eligible for one of the following: • The program for Aid to Families with Dependent Children (AFDC) under Part A of Title IV of the Social Security Act [42 U.S.C. 601] • Benefits under the Food Stamp Act of 1977 [7 U.S.C. 2011] • To be counted for purposes of Section 1005 of Chapter I of Title I of the Elementary and Secondary Act of 1965, as amended • Participation in programs assisted under Title II of the JTPA • The receipt of a Pell grant or assistance under a comparable State program of need-based financial assistance *(postsecondary)* • The status of an individual who is determined by the Secretary to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines (34 CFR Part 400.4[b])	**Secondary**: An individual enrolled in an approved vocational-technical education program who is identified by the following criteria: • Eligible for free or reduced-price school lunch • Eligible for participation in programs assisted under Title II of the Job Training Partnership Act (JTPA) • Eligible for AFDC or other public assistance programs • Family income is at or below the national poverty level (Illinois Guidelines, 1992) **Postsecondary**: An individual enrolled in an approved vocational-technical education program who is identified by the following criteria: • Recipient of a Pell Grant or comparable State program of need-based financial assistance • Annual income of the individual or family is at or below the official poverty level • Participant or participant's family is a recipient of public assistance • Participant is eligible for participation in programs assisted under Title II of the JTPA (Illinois Guidelines, 1992)

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Displaced Homemaker	Means an individual who	
	(1) is an adult	
	(2) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills	
	(3) (a) has been dependent on public assistance or on the income of a relative but no longer supported by that income	
	(b) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601), AFDC, within two years of the parent's application for assistance under the Carl D. Perkins Vocational and Applied Technology Education Act	
	(c) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate	
	(d) is described in paragraphs (1) and (2) of this definition and is a criminal offender (34 CFR Part 400.4[b])	

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Individuals with Disabilities	(1) Means any individual with any disability (as defined in Section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who (a) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual (b) has a record of an impairment described in paragraph (a) of this definition (c) is regarded as having impairment described in paragraph (a) of this definition (34 CFR Part 400.4[b]) **Note**: This definition necessarily includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973.	Under the American Disability Act (ADA) definition, *a person with disability* is defined as (1) a person with a physical or mental impairment that substantially limits that person in some major life activity (such as walking, talking, breathing, or working) (2) a person with a record of such a physical or mental impairment (such as a person with a history of mental illness or heart disease who no longer has the disease, but who is discriminated against because of their record of an impairment) (3) a person who is regarded as having such an impairment (such as a person who has a significant burn on his or her face which does not limit him or her in any major life activity, but who is discriminated against) (Council for Exceptional Children, 1990)
Individuals Who Participate in Programs Designed To Eliminate Sex Bias		Individuals enrolled in nontraditional programs for their gender. A nontraditional program is one in which less than 25% of the program participants are of one sex (U.S. Department of Labor, Women's Bureau, 1991).

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Limited-English Proficiency (LEP)	Limited-English proficiency, if used with reference to individuals, means individuals (1) (a) who were not born in the United States or whose native language is a language other than English (b) who come from environments where a language other than English is dominant (c) who are Native Americans and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency (2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (34 CFR Part 400.4[b]).	*LEP students* are individuals who are members of a national origin minority who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A person with limited-English proficiency can be identified, according to the process described in 19 TAC 89A, as a student participating in an English as a second language (ESL) or bilingual program, scoring low on an English proficiency test, or being reported on the Bilingual Census. These students are entitled to receive bilingual education at the elementary grades and at least ESL at the secondary grades (Texas Education Agency, 1992).
Migrant		**Migrants** are students whose parent or guardian is a migratory agricultural worker or a migratory fisher who has moved within the past twelve months from one school district to another to enable the child, child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition also includes a student who has been eligible to be served under the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity. This definition also includes adult students who are migratory workers in agriculture or fishing (Texas Education Agency, 1992).

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Occupational Attainment		Attainment on a one-time test given to students (Hoachlander, 1992)
Occupational Gain		Refers to either a (1) student gain as measured by, for example, a pretest and posttest or (2) program gain as measured by an increase in test scores over time for a particular grade level (Hoachlander, 1992)
Performance Measure	A description of an outcome (34 CFR Part 400.4[b])	Specifies how an outcome will be evaluated (Hoachlander, 1992)
Performance Standard	The level or rate of an outcome (34 CFR Part 400.4[b])	The level against which performance on the measure will be evaluated (Hoachlander, 1992)
Placement		**Secondary**: Placement in a new job or upgraded job; transfer to additional training or to a four-year university; entering the military or foreign service; entry into advanced education or training on a postsecondary level including community college, ROC/P's adult schools, trade schools, or technical schools **Postsecondary**: Placement in a new job or upgraded job; transfer to additional training or to a four-year university; entering the military or foreign service (California Department of Education, n.d.)

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Preparatory Services	Refers to services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services may include, but are not limited to (1) services, programs, or activities related to outreach, or recruitment of, potential vocational education students; (2) career counseling and personal counseling; (3) vocational assessment and testing; and (4) other appropriate services, programs, or activities (34 CFR Part 400.4[b]).	
Retention		**Secondary**: Completion of an identified vocational course, sequence of courses, or vocational education program including high school graduation or passage of an equivalency exam **Postsecondary**: Completion of an identified vocational course, sequence of courses, or vocational education program (California Department of Education, n.d.)
Single Parent	An individual who is (1) unmarried or legally separated from a spouse and (2) (a) has a minor child or children for which the parent has either custody or joint custody or (b) is pregnant (34 CFR Part 400.4[b]).	
Special Populations	Includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), LEP individuals, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions (34 CFR Part 400.4[b]).	
Supplementary Services	Refers to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices (34 CFR Part 400.4[b]).	
Technology Education	Refers to an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power, and energy (34 CFR Part 400.4[b]).	

TERM	PERKINS ACT FINAL REGULATIONS	OPERATIONAL
Vocational Education	Refers to organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education (34 CFR Part 400.4[b]).	

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APPENDIX A
SELECTED SECTIONS FROM
THE GLENDALE UNION HIGH SCHOOL DISTRICT
PERFORMANCE EVALUATION SYSTEM

GLENDALE UNION HIGH SCHOOL DISTRICT:

The District of Choice . . . Not Circumstance!

The Glendale Union High School District began with one school in 1911. Today, approximately 13,300 students from diverse cultural backgrounds (grades 9-12) attend nine high schools: Apollo, Cortez, Glendale, Greenway, Independence, Moon Valley, Sunnyslope, Thunderbird, and Washington. They enjoy a comprehensive offering of academic courses; varied vocational and special education programs; well-established athletic activities; and many cultural, club, and special interest opportunities. The district serves a 60-square mile area which includes parts of Phoenix and Glendale.

The Glendale Union High School District's teachers, administrators, business people, retirees, and parents share one vision—*To empower all students for the choices and challenges of the 21st century*. There is one total system for continuous improvement of student learning. Its components tightly knit the alignment of curriculum and the assessment and delivery of instruction. Features of the system include teacher-initiated instructional planning, district developed criterion-referenced tests, data-based decision making, and dissemination of student achievement data to the public. Ongoing staff development and technical assistance are provided to staff. Glendale Union High School District is recognized as a model district for its student performance-based and results-oriented program.

Glendale Union High School District

VOCATIONAL/TECHNOLOGICAL EDUCATION

Performance Standards

Local Evaluation Team
Resource Guide
Spring, 1993

PERFORMANCE EVALUATION OVERVIEW

1. The Annual Performance Evaluation applies to any eligible recipient who receives funds through the Carl D. Perkins Vocational and Technical Education Act Amendments of 1990 (P.L. 101-392). Eligible recipients must evaluate all vocational technological programs regardless of funding sources. A program is defined as a coherent sequence of instruction. Each component of the instructional sequence will be evaluated including integrated academic courses.

2. Each district offering vocational and technological education programs must establish a continuous improvement process for improving performance related to the Annual Performance Evaluation. The continuous improvement process is to be described in the district local application and, as a minimum, include: 1) The people involved; 2) Annual Performance goal setting; 3) In-course progress checks and adjustment plan; and 4) Improvement planning based on the Annual Evaluation results.

3. Each district offering vocational technological education programs must designate a vocational technological education program evaluation coordinator and assure his/her attendance and participation at an Annual workshop conducted by the Arizona Department of Education to disseminate the annual program evaluation procedures.

4. Each district must conduct the Annual Performance Evaluation, according to the schedule and utilizing the core standards, measures and methodology prescribed by the state Board for Vocational and Technological Education. As a minimum, the methodology will provide that Local Educational Agencies shall:

   a. Comply with the Annual Performance Evaluation Procedures as stated in the Arizona State Plan for Vocational Technological Education.

   b. Review each program area with the full and informed participation of representatives of individuals who are members of special populations, to:

      1) Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational technological education programs or success in such programs for individuals who are members of special populations; and

      2) Evaluate the progress of individuals who are members of special populations in vocational technological education programs assisted under the Carl D. Perkins Vocational and Technical Education Act.

c. Evaluate the progress of programs areas in providing vocational technological education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

d. Local program evaluation coordinator must select and train teams of individuals who will review the local program evaluation and, if necessary, develop the local improvement plan. Each team must include, but is not limited to, at least one representative from each of the following groups:

1) Special Populations

- Handicapped (students/parents/advocate)
- Disadvantaged (students/parents/advocate)
- LEP (students/parents/advocate)
- Sex Equity (students/parents/advocate)

2) Business/Industry (as necessary to insure representation of each of the programs evaluated), this may include a member(s) of the current advisory committee.

3) Teacher (as necessary to ensure representation of each of the programs evaluated).

5. Local Educational Agencies may request modifications to the prescribed Core Standards and Measures. Upon approval of the state Board for Vocational and Technological Education, modifications to the Core Standards and Measures may be made based on economic, geographic or demographic factors, or the characteristics of the populations to be served.

6. By the date established by the Arizona Department of Education, each district must report the evaluation results to the Arizona Department of Education for review, recommendations, and approval. Team members holding dissenting views must be given the opportunity to express those views as an "addendum" to the evaluation report.

7. Upon attainment of the Core Standards and Measures, the Arizona Department of Education will designate the program as an "approved program".

8. Upon failure to attain the Core Standards and Measures or upon request of the Arizona Department of Education (or on its own volition), a district must develop a Local Program Improvement Plan (for all or selected programs) utilizing the Arizona Department of Education prescribed format, methodology, and developmental time line.

9. By the time line specified by the Arizona Department of Education, Local Educational Agencies must submit a copy of the Local Program Improvement Plan to the Department of Education for review, recommendations, and approval. The Local Program Improvement Plan may not extend beyond the date set for the next annual evaluation and must be approved by the local evaluation team members. Programs operating under the provisions of a Local Program Improvement Plan will be designated by the Arizona Department of Education as **"provisionally approved."**

10. In the event a program area does not attain the Core Standards and Measures for two successive years the LEA must work jointly with the Arizona Department of Education, teachers, parents and students to develop a state and local joint plan for program improvement. Minimally, each such plan shall contain:

    a. A description of the technical assistance and program activities the State will provide to enhance the performance of the program area;

    b. A reasonable timetable to improve the school performance under the plan;

    c. A description of vocational technological education strategies designed to improve the performance of the program area as measured by the evaluation; and

    d. If necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

    The state and/or local joint plan may not extend beyond the date set for the next annual performance evaluation.

    Programs operating under a state and/or local joint plan will be designated by the Arizona Department of Education as **"Joint Plan Approved 1-3".**

11. In the event a program area does not attain the Core Standards and Measures for three successive years, the Local Education Agency must, in conjunction with the Arizona Department of Education, annually review and revise the joint state and/or local plan in order to improve performance and will continue to do so each consecutive year until the program sustains, for more than 1 year, satisfactory fulfillment of the Core Standards and Measures.

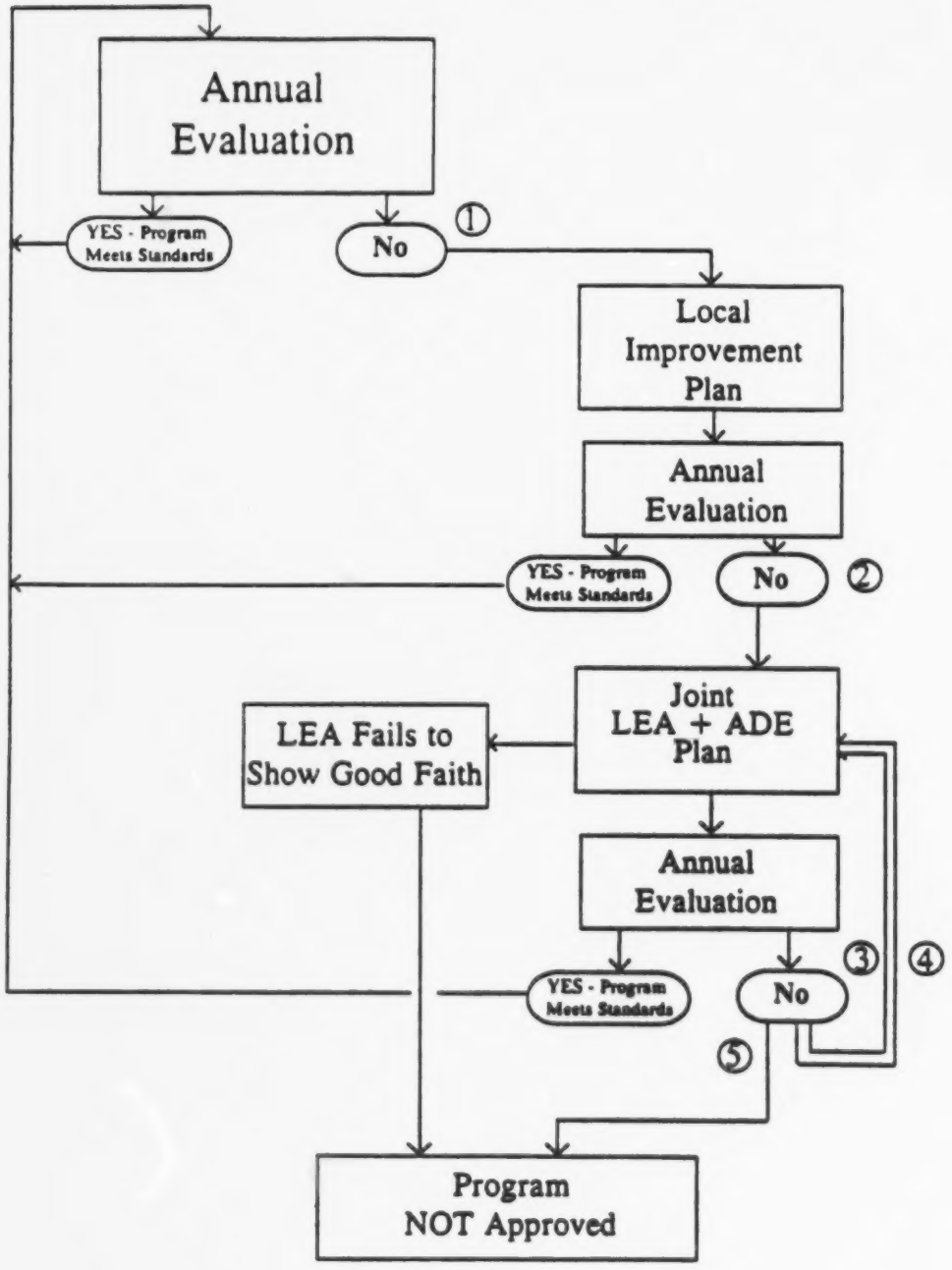
12. In the event a program area does not attain the Core Standards and Measures for four successive years, the Local Education Agency must, in conjunction with the Arizona Department of Education, annually review and revise the joint state and/or local plan in order to improve performance and will continue to do so each consecutive year until the program sustains, for more than 1 year, satisfactory fulfillment of the Core Standards and Measures.

13. If at any time, the state Board for Vocational and Technological Education makes the determination that a program area is not making a "Good Faith" effort to improve performance in accordance with the Local Program Improvement Plan or a Joint State and/or Local Program Improvement Plan, that program area will be designated as not approved and will retain that designation until the program area sustains for more than one year attainment of the Core Standards and Measures.

14. In the event a program area does not attain the Core Standards and Measures for the fifth successive year, the Arizona Department of Education will designate that program as "not approved". Programs designated as "not approved" may continue working on the state and/or local joint plan, but will retain the designation "not approved" until the program area sustains for more than 1 year, attainment of the Core Standards and Measures.

15. On an annual schedule, the results of the Local Program Evaluations will be analyzed by appropriate State Vocational Technological Education staff members. The findings generated by this analysis will serve as the basis from which Program Improvement Strategies will be developed. Program Improvement Strategies may include targeting, focusing, or redirecting available resources to positively impact substandard performance.

ANNUAL EVALUATION PROCESS



(#) Consecutive years of failure to meet standards and measures

Local Evaluation Team

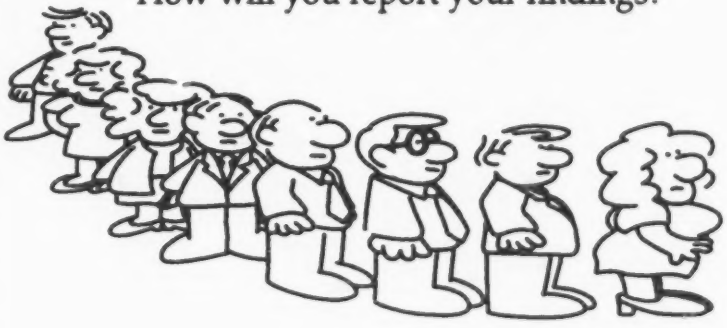
You are responsible for reviewing local programs and, if necessary, developing the Local Improvement Plan.

How will you determine if there are any barriers preventing students from accessing your programs? From making progress in your programs?

What information about the vocational class do you want from teachers? Is this any different than what you need for other classes or programs?

What information about the vocational class do you want from your school administrators?

How will you report your findings?



M. Johnson/Teacher In-Service 3/93

What is the Local Evaluation Team?

The philosophy behind Performance Standards is to establish goals for program improvement. An annual, ***local*** evaluation of the Performance Standards will document the progress of students and the benefits of their Vocational Technological Education.

The evaluation focus should be on program improvement, not funding.

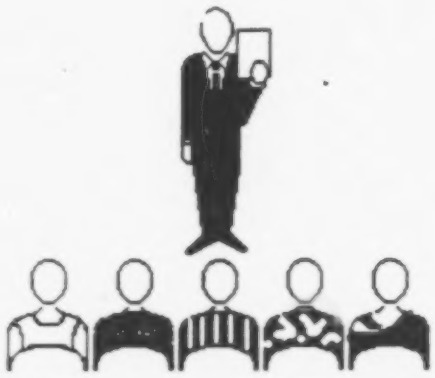
The annual evaluation applies to all eligible recipients of VTE funds. Each district must designate a local evaluation coordinator who will select and train teams of individuals who will review the local program(s) and, if necessary, develop the Local Improvement Plan. Each team must include at least one representative from each of the following groups:

Special Populations (as necessary to ensure equitable representation of the groups listed below, for each of the programs evaluated):
- **Handicapped** (students/parents/advocate)
- **Disadvantaged** (students/parents/advocate)
- **LEP** (students/parents/advocate)
- **Sex Equity** (students/parents/advocate);

Business/Industry (as necessary to ensure *related* trade and industry representation of each of the programs evaluated, which may include a member(s) of the current advisory commitee);

Teachers (as necessary to ensure quality classroom representation of each of the programs evaluated).

M. Johnson/Teacher In-Service 3/93



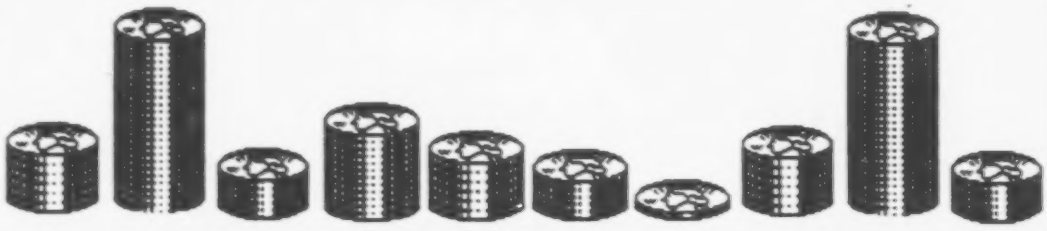
Local Evaluation Coordinator

You must abide by the terms of the grant and be accountable to your own constituents - teachers, students, staff, and parents.

What do your teachers need from you to meet the satisfy the Performance Standards requirements?

What information have you shared with your teachers about the new performance standards? Have you organized the procedures? Do you have a schedule?

What evidence can you provide to show the grant monies have a positive effect on student retention? Academic performance? Mastering occupational skills?



M. Johnson/Teacher In-Service 3/93

Instructions for the Local Evaluation Coordinator

The Local Evaluation Coordinator will be instrumental in determining the success of the evaluation. The Coordinator's primary responsibilities are to --

Ensure that all VTE teachers and programs are prepared for the evaluation process.

Is there a District Assessment Plan?

Has it been shared with those who will be involved?

What types of in-service are needed to prepare for this process?

What types of technical support are needed?

Select the Local Evaluation Team (there must be one for each program).

There must be at least three members.

There must be representation for teachers, special populations, and business and industry.

Train the Local Evaluation Team.

Focus on the Local Evaluation Worksheet Key Questions, the performance standard table questions, and definitions to help train the teams.

Develop uniform reporting procedures, templates, guidelines, etc.

Encourage a constructive, results-oriented evaluation, Minority Reports, and Local Improvement Plans.

Provide continuous feedback.

M. Johnson/Teacher In-Service 3/93

Vocational Teachers

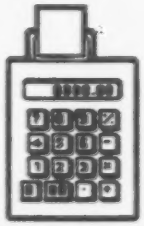
You must provide the information necessary to satisfy the requirements of the new performance standards.

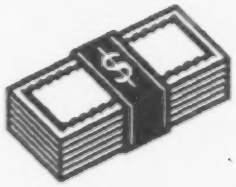
Do you know what information you need as part of the Local Evaluation process? Is there some way to use existing information for this purpose?

Where is the information you need? How can you get this information?

What resources can help you collect, organize, and report this information? How can this information help your program or class?

Can you describe positive outcomes for your students? Your program? For yourself? For your school?





M. Johnson/Teacher In-Service 3/93

Vocational Program Teacher Responsibilities

Although the Local evaluation will be completed at the end of the school year, there is important work that must be done throughout the year. The teacher in each VTE class has a responsibility to ensure that information and documentation on every one of their students is collected and maintained throughout the year. This information will be presented and utilized during the evaluation process to document student access, success, and progress.

This responsibility is consistent with normal teaching practices that require that teachers have in place a means to measure and document student progress.

Measure 1. Gains in Basic and More Advanced Related Academic Skills

Documentation for this may include a list of the basic and more advanced academic skills associated with the course or program; copies or examples of the assessment devices used to determine gain (e.g., pre- and post-tests, performance assessments); and/or a list of students enrolled in each course, which identifies those with IVEPs and shows those who demonstrated gain.

Measure 2. Mastery of Occupational Competencies

Documentation for this may include a list of the validated competencies associated with the program and each course within the program; a definition of how a student successfully demonstrates mastery for each competency; and/or a list of students in each course, which identifies those with IVEPs and shows those who demonstrated gain.

Measure 3. Retention of Students in School

Documentation for this may include a listing of all students enrolled in the course, identifying those with IVEPs, and/or information on every student who withdraws from the course during the year, identifying those who have remained in school as well as those who have left. The key role of the teachers is to work with all the available support services to encourage students to remain in school, and to document any services provided to the student.

Measure 4. Placement

Documentation for this may include a list of all program completers from the previous year, which identifies students with IVEPs and/or the results of a follow-up on these students.

M. Johnson/Teacher In-Service 3/93

Instructions for the Special Populations Team Member

Each Local Evaluation Team must have at least one member representing special populations. This team member is to ensure that special populations students have full and informed participation in all VTE programs and courses. (See Criteria 1, 2, and 3 below.)

Criteria 1. Has the program under review made an effort to identify and adopt strategies to overcome barriers which are resulting in lower rates of ***access*** to VTE programs and/or increase the ***success*** in completing such programs for individuals who are members of special populations?

How many special populations students, by category, are there?

What are the requirements for eligibility?

What is the specific coherent sequence of courses for this program?

What special services or equipment are available?

What employment opportunities are available upon completion of the program? (How? By whom? Before the 9th grade? May I see an example?)

Does the instructor modify the program to meet individual goals/outcomes and modify the educational method of delivery of competencies based upon individual needs or goals? (How are needs assessed? Are written individual goals determined for students needs? Does each student have an IVEP? Does the instructor have input into the development of the IVEP? Does the teacher receive the IVEP?)

Criteria 2. Does the program under review have an established process for evaluating the student's progress in reaching their established goals/outcomes?

Are students with IVEPs monitored for progress toward their goals? By whom? How?

Criteria 3. Does the program under review have a procedure to ensure that special populations students are making progress by providing related experiences in all aspects of the industry in which they are being trained?

Are students evaluated to ensure they understand concepts? How?

Are students provided with **job-related** experiences? (Written test? Demonstration-performance? Remedial instruction? By whom?)

M. Johnson/Teacher In-Service 3/93

Instructions for the Business and Industry Team Member

Each Local Evaluation Team must have at least one member representing the business/industry the program is preparing students to enter. Team members will review data collected by the school to determine whether or not the program has met each of the program standards.

The business/industry team member is responsible for determining if the vocational programs are providing students with **strong experience in and an understanding of all aspects of the industry the students are preparing to enter**. Additional concerns regarding specific Performance Standards are listed below.

Measure 1. Gains in Basic and More Advanced Related Academic Skills

The business/industry representaive should be especially concerned that the academic skills identified by the school are, in fact, related to the occupations for which the program is designed. The representative may identify any academic skills areas where the school needs to do additional work.

Measure 2. Mastery of Occupational Competencies

The business/industry representative should be especially concerned that the competencies are reasonable for this occupational program. Are the competencies validated? By whom have they been validated? Are the competencies appropriately divided among courses? Do the number of competencies identified set high expectations for the students?

Measure 3. Retention of Students in School

Team members should ask questions about any students who were **not** retained in school. Are the school and teacher making appropriate attempts to keep students in school? Are there any school-to-work transition programs (such as cooperative education) to help keep the students in school?

Measure 4. Placement

Team members should be concerned that the placement is related to the vocational training received. Where students are placed and the types of placement assistance provided by the school should also be concerns.

M. Johnson/Teacher In-Service 3/93

Performance Standards
Vocational Education Teachers

Suggested Documentation and Information

- Course Outlines and Structures

- Special Needs Students List and Individual Vocational Education Plans (IVEPs)

- Related Academic Skills Lists and Matrix

- Copies of Assessment Tools Used to Measure Academic Skills

- Occupational Competencies for Each Course

- Assessment Tools for Measuring Student Competency Attainment

- Examples of Instructional Materials, Textbooks and Support Materials

- Record Keeping Systems and Materials

- Other Information That Might Be Helpful in Understanding Individual Courses and the Vocational Program

Preparation and training are the keys to a successful evaluation. The Local Evaluation Coordinator will be an integral part of this entire process. Feel free to call on that person for guidance and clarification. Likewise, reviewing these materials, posing scenarios, and coordinating with the other team members will enhance the process.

REMEMBER, THE BASIS FOR YOUR ENTIRE EFFORT IS PROGRAM IMPROVEMENT FOR ARIZONA'S STUDENTS.

Performance Standards

Local Evaluation Teams
Vocational Education Teacher Participation

Purpose: To provide each school the benefit of an objective perspective and evaluation of each vocational program and to provide the avenue for the cross fertilization of ideas regarding program improvement.

Method: The vocational program area teacher representatives from each school will participate as a member of an Evaluation Team other than that of their own school. This will occur both during the on-site visits and the final report writing session in June.

The following rotation will be followed for the Evaluation Teams for Spring, 1993.

CORTEZ----------SUNNYSLOPE

SUNNYSLOPE----------WASHINGTON

WASHINGTON----------CORTEZ

APPENDIX B

SELECTED SECTIONS FROM

MINNESOTA'S STATE BOARD OF TECHNICAL COLLEGES

ACCOUNTABILITY SYSTEM

Local Application

&

Criteria/Rating Materials

For Carl D. Perkins Vocational Education Funds
FY 95-96

A basic part of the local application approval process is the review of the documents submitted. For the Minnesota Board of Technical Colleges, this will be done by a review team comprised of System Office and Technical College Staff.

In order for the local application to be approved, it will be necessary to obtain a total score of at least 332 points, and to respond to each item/question included in the application.

Minnesota Board of Technical Colleges
300 Capitol Square Building
550 Cedar Street
Saint Paul, Minnesota 55101
Telephone: 612/296-0679

Statement of Non-Discrimination

The State Board of Technical Colleges complies with all federal and state laws, rules, regulations, and policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, gender, age, marital status, status with regard to public assistance, sexual preference, disability, or any other recognized protected class. No individual shall be denied benefits or be subjected to discrimination in the educational process or employment.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, or other applicable Minnesota statutes or federal regulations may be directed to Helen Henrie, Deputy Chancellor, Minnesota Board of Technical Colleges, 300 Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota, 55101, 612/297-4575.

Upon request, this document will be made available in an alternate format such as large print or cassette tape.

INSTRUCTIONS FOR COMPLETION OF THE APPLICATION

All eligible recipients of Carl D. Perkins Title II (Basic Grant) funds are required by the legislation to submit a local application as a condition of funding. Under this Title, Part C funds are allocated by formula and distributed to the eligible recipient following receipt and acceptance of the local application.

To the degree possible, the application should reflect the eligible recipient's planning for a two year period, i.e., FY 95 and 96. An annual update of the application will be required for FY96.

Every attempt is being made to make the local application process as "user friendly" as possible, given the requirements of the legislation and state policy. The application however, is still quite complex; therefore, the following steps are recommended for developing the local application.

1. Establish a team for developing the local application. The team should be comprised of representatives from administration, supplemental services, support services, equity, the business office, and students.

2. Identify a coordinator or "contact person" who will act as liaison on behalf of the team. This individual would be a communication link between the eligible recipient and the State Board staff who provide technical assistance to that college or school.

3. Obtain "Preliminary Authorization to Plan" from local board.

4. Make the team a "working team" that meets quarterly, at a minimum, to monitor and evaluate progress as well as review financial status (expenditures).

5. Use the same team (with additional assistance as needed) to construct the self-evaluation and data matrices.

6. Use the standards and measures data, in addition to any other available data, to determine what activities should be funded.

7. Develop a data matrix that contains the necessary elements, yet displays the data in an easy-to-interpret manner.

8. Keep continuity of the plan and team from one year to the next.

9. The college's mission, strategic plan, and/or NCA plan should be reviewed and some connection should be made between these instruments and the local application.

10. Use the criteria/rating materials as a guide in the local plan development.

11. Obtain the necessary signature(s) for the cover sheet.

12. Keep the local application simple and concise. The completed application, including narrative, budget, assurances, implementation plan, and matrix must not exceed 50 pages.

13. By April 1, 1994, send the original and 8 copies of the local application to Ann Wood, Manager of Carl Perkins Activities, Department of System Improvement Services, Minnesota Board of Technical Colleges, 300 Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota, 55101. When the local application is accepted, confirmation will be made to the eligible recipient.

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IMPLEMENTATION PLAN FOR PROGRAM IMPROVEMENT

Identified Need: Retention of Special Population Students

Program/Service to be Funded: Supplemental Services

Goal: To provide appropriate Supplemental Services to all students to ensure their success.

OBJECTIVES	STRATEGIES	MEASURE	BUDGET	RESPONSIBILITY/ TIMELINES
1. To increase retention of special population students in all programs.	1. (a) To employ tutors to staff resource rooms on each campus. (b) to employ tutors to serve in classes high concentrations of special population students. Approximately 13 tutors for meeting strategy a & b. (c) Provide supervisory services for Supplemental Services Department.	1. To increase retention of special population students by 5% in the college.	$127,276	Supplemental Supervisors/ Each Quarter of 1994/95

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APPENDIX E: ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
1. Equal access to recruitment, enrollment and placement activities for individuals: a. with handicaps, b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias. e. in correctional institutions.			
2. Equal access to the full range of vocational technical programs for individuals: a. with handicaps. b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias e. in correctional institutions.			

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ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
3. Vocational technical education programs in the "least restrictive environment" for individuals: a. with handicaps.			
4. Rights and protections guaranteed under the Education of the Handicapped Act for individuals: a. with handicaps.			
5. Rights and protections guaranteed under Section 504 of the Rehabilitation Act of 1973 for individuals: a. with handicaps.			
6. Coordination of vocational education planning with representatives of vocational education, special education and vocational rehabilitation agencies for individuals: a. with handicaps.			
7. Monitoring of vocational education provided to handicapped students to determine consistency with an individualized education program when appropriate for individuals: a. with handicaps.			
8. Monitoring to ensure disadvantaged/limited English proficiency students have access to education in the most integrated settings possible for individuals: b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency.			

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ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
9. Assistance in preparation of applications for individuals: a. with handicaps. b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias. e. in correctional institutions.			
10. Information in understandable language and form for individuals: a. with handicaps. b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias. e. in correctional institutions.			

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ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
11. Assistance to entering vocational education courses and programs for individuals:			
a. with handicaps.			
b. who are educationally and economically disadvantaged (including foster children).			
c. of limited English proficiency.			
d. who participate in programs designed to eliminate sex bias.			
e. in correctional institutions.			
12. Assistance in fulfilling transitional service requirements for individuals:			
a. with handicaps.			
b. who are educationally and economically disadvantaged (including foster children).			
c. of limited English proficiency.			
d. who participate in programs designed to eliminate sex bias.			
e. in correctional institutions.			

ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
13. Assessment of special needs for individuals: a. with handicaps. b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias. e. in correctional institutions.			
14. Supplementary services for individuals: a. with handicaps. b. who are educationally and economically disadvantaged (including foster children). c. of limited English proficiency. d. who participate in programs designed to eliminate sex bias. e. in correctional institutions.			

BEST COPY AVAILABLE

ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
15. Guidance, counseling, and career development activities conducted by professionally trained counselors and teachers for individuals:			
a. with handicaps.			
b. who are educationally and economically disadvantaged (including foster children).			
c. of limited English proficiency.			
d. who participate in programs designed to eliminate sex bias.			
e. in correctional institutions.			
16. Counseling and instructional services to facilitate transition from school to post-school employment and career opportunities for individuals:			
a. with handicaps.			
b. who are educationally and economically disadvantaged (including foster children).			
c. of limited English proficiency.			
d. who participate in programs designed to eliminate sex bias.			
e. in correctional institutions.			

ASSURANCES OF COMPLIANCE FORM

_____ Technical College assures that individuals who are members of the special populations identified in the Carl D. Perkins Vocational & Applied Technology Education Act of 1990 will be provided:

Objective	Activity	Timeline	Person Responsible
17. Vocational education programs in the most integrated setting possible for individuals: b. who are educationally and economically disadvantaged (including foster children)			